



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2012–2013

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Michael Deangelis

Letter from the Chancellor

Dear DCPS Teachers,

Over the course of my career in education, I have come to believe that teaching is the most important profession in the world. As educators, you have the unique privilege and responsibility of shaping the future of our children and our nation through the work you do every day in the classroom.

This is why I am delighted to launch the **Leadership Initiative For Teachers**, or **LIFT**, a groundbreaking teacher career ladder that aims to guide outstanding DCPS teachers on the path to a long, fulfilling career in our district.

LIFT is a five-stage career ladder that provides *all* teachers — veteran teachers and those who are new to the profession; Highly Effective teachers and those who are still honing their craft; career teachers and those who may eventually pursue other roles — with opportunities for growth, leadership, and recognition.

Ultimately, LIFT will ensure that we are able to attract and retain outstanding teachers — and nothing is more important in determining whether we achieve the bold goals outlined in *A Capital Commitment*, our ambitious plan to dramatically accelerate student achievement in the district over the next five years.

As we begin a new school year, let me be the first to thank you for your commitment to our students. I know that your passion, energy, and dedication will guide you, and the young people you serve, to new heights, both this year and in the years to come.

Sincerely,

Kaya Henderson



Chancellor, District of Columbia Public Schools



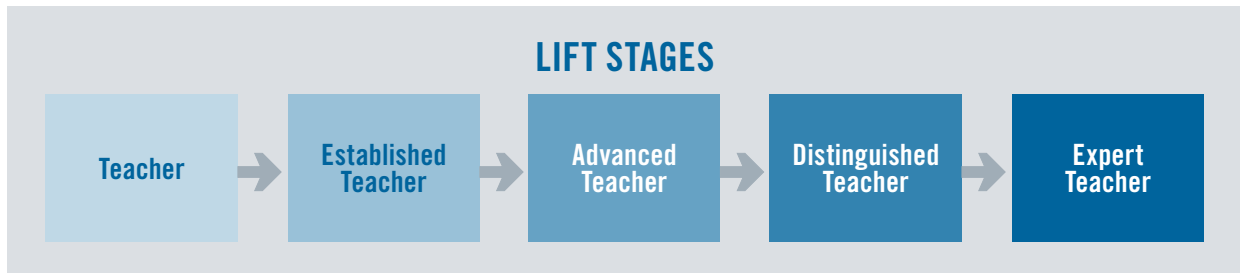
Beverlie Lord/Satsun Photography

Introduction to LIFT

Traditionally, many teachers have found that the only way to advance in their careers is to leave the classroom. The Leadership Initiative For Teachers (LIFT) changes that.

LIFT is a five-stage career ladder that provides high-performing teachers with opportunities for advancement inside the classroom, as well as additional responsibility and increased recognition and compensation.

At its core, LIFT is about honoring teachers as professionals, and making DCPS a place where teachers at any point in their careers can continue to learn and grow in an environment where they are respected and appreciated.



LIFT'S Goals

Retain Top Performers

As teachers advance up the LIFT ladder, they will become eligible for additional career and leadership opportunities that will not require them to stop teaching. In this way, LIFT allows teachers to plan a long and rewarding career in DCPS, filled with new challenges and opportunities for growth.

Reward Experience

LIFT highlights the achievements of successful teachers who have demonstrated a long-term commitment to DCPS. The highest stage of the LIFT ladder is reserved for teachers who have dedicated many years to the district.

Broaden Recognition

LIFT honors and rewards not only Highly Effective teachers, but also those who have earned Effective ratings. For the first time, these educators will be recognized for their performance, becoming eligible for additional compensation and reduced IMPACT observations.

Increase Career Stability

In most cases, a teacher's LIFT stage will not change on a yearly basis. Furthermore, once teachers reach a particular stage, they cannot move backwards on the ladder — they may only advance further. These aspects of LIFT bring an important level of stability to a teacher's career in DCPS.

Support for LIFT

Teachers, school leaders, central office staff members, and other DCPS educators contributed to the development of LIFT during the 2011–2012 school year. More than 300 educators provided input during LIFT focus groups held at schools across the city. These focus groups involved teachers at all grade levels who work in both low- and high-poverty settings. In addition to focus group participants, contributors included teachers on the Chancellor's Teachers' Cabinet, principals on the IMPACT Principal Task Force, DC Teach Plus Teaching Policy Fellows, instructional superintendents, and the DCPS management team. Numerous external sources were also consulted during the design process, including:

- Alliance for Excellent Education: *What Keeps Good Teachers in the Classroom? Understanding and Reducing Teacher Turnover*
- Achievement First: *Teacher Career Pathway*
- Aspire Public Schools: *The College Ready Promise – Aspire Teacher Guidebook*
- Department of Education: *RESPECT Project (Recognizing Educational Success, Professional Excellence and Collaborative Teaching)*
- National Education Association: *Three-Point Plan for Education Reform and Commission on Effective Teachers and Teaching*
- Susan Moore Johnson and the Harvard Graduate School of Education Project on the Next Generation of Teachers: *Who Stays in Teaching and Why*
- TAP: *The System for Teacher and Student Advancement*
- Teach Plus: *Building a Teaching Profession that Recognizes Excellence: Reimagining the Step-and-Lane Pay Scale*
- TNTP: *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*
- YES Prep: *Continuum*

National Support for Teacher Career Ladders

THE PRESIDENT OF THE UNITED STATES

"We need a different career continuum, one that places teaching at the top, [and] creates a career progression that supports teachers as they become increasingly expert... As teachers gain expertise, they should have the opportunity to move into leadership roles associated with their knowledge and skills. In addition to the tremendous benefits for beginning teachers, for example, mentoring programs also offer career advancement opportunities for teachers."

— Barack Obama, President of the United States

THE U.S. DEPARTMENT OF EDUCATION

"Our goal is to support teachers in rebuilding their profession — and to elevate the teacher voice in shaping federal, state, and local education policy. Our larger goal is to make teaching not only America's most important profession — [but also] America's most respected profession."

— Arne Duncan, U.S. Secretary of Education

THE NATIONAL EDUCATION ASSOCIATION

"Currently our education system acts as if a teacher is a teacher is a teacher. But teachers are not all the same; they have different interests, knowledge, skills, weaknesses, and strengths. They need more than a one-size-fits-all career."

— Dennis Van Roekel, NEA President



Bel Perez-Gabilondo

LIFT Stages: Overview

Teacher

Some teachers at this stage have prior experience in DCPS, while others are new to the teaching profession and have just successfully completed DCPS's rigorous and competitive selection process. Whether new or returning, all teachers at this stage are committed to leading their students to ambitious achievement and to continuing to refine their instructional practices.

Established Teacher

These teachers have proven their effective teaching skills and have led their students to solid achievement gains. Established Teachers also demonstrate an ongoing commitment to their own learning and improvement, and may begin to take on leadership roles within their schools or for the district.

Advanced Teacher

Teachers at this stage have been among the district's most effective for several years, and their students continually demonstrate strong achievement results. Many of these teachers have also taken on leadership roles within their schools or for the district.

Distinguished Teacher

Teachers at this stage are some of the district's top performers and have a record of exemplary student achievement. These teachers have consistently demonstrated a deep understanding of instructional best practices and may serve as models to colleagues who are still developing their skills.

Expert Teacher

Teachers at this stage have truly mastered their craft, honed in DCPS classrooms over the course of many years. Their students demonstrate exceptional learning gains each year, regularly exceeding even the most ambitious achievement goals. Many of these teachers also serve in various leadership roles within their schools and extend their reach by mentoring less-experienced colleagues.

LIFT Opportunities and Benefits at a Glance

As teachers advance up the LIFT ladder, they will become eligible for an increasing number of opportunities and benefits, including reduced IMPACT observations, additional compensation, and a variety of leadership opportunities.

	TEACHER	ESTABLISHED TEACHER
IMPACT Observations	Four formal observations and one informal* observation each year.	Four formal observations and one informal observation each year.
Compensation	Normal compensation	Normal compensation
Leadership Opportunities‡	<p>Positions: Chancellor's Teachers' Cabinet, Monthly Meet-up Group Organizer, Teaching Audition Host Teacher, Wilson Reading System Cohort</p> <p>School Point of Contact Positions: ACCESS Test Chair Cohort, Burst, Foundations, Just Words, Read 180, Scholastic Reading Inventory</p> <p>Fellowships and Grants: DonorsChoose.org, Fund for Teachers Fellowship, Hope Street Group National Teacher Fellowship</p>	<p><i>Established Teachers are eligible for all opportunities at the Teacher stage, as well as the following opportunities:</i></p> <p>Positions: Common Core Math Corps, Common Core Reading Corps, Curriculum Writer, Dual Language Lead Teacher, Early Childhood Grade Level Chair, Teacher Lead, Teacher Selection Ambassador, Teaching in Action Consulting Teacher, STEM Master Teacher Corps</p> <p>Fellowships and Grants: America Achieves Education Champions Fellowship, Teach Plus Policy Fellowship, Teachers Central to Leadership Fellowship, Teachers for Global Classrooms Grant</p> <p>Leadership Development Programs: Emerging Leaders Program, Mary Jane Patterson Fellowship, National Academy of Advanced Teacher Education</p>

For more information about the leadership opportunities listed here, please refer to the *Leadership Opportunities Catalog* section that begins on page 30 of this guidebook.

* Informal observations will not count toward final IMPACT ratings.

† Only teachers in high-poverty schools (i.e., schools in which more than 60% of the student population qualifies for free or reduced price meals) will be eligible for additional compensation in the form of base salary increases. More than 75% of DCPS teachers work in high-poverty schools and will be eligible for this additional compensation. Teachers in all schools will still be eligible for annual bonuses.

‡ Opportunities that are available through partner organizations may have eligibility criteria that are distinct from what is presented above. However, DCPS will refer to LIFT stages when determining which teachers to nominate for external grants or other opportunities that require a school district recommendation.

ADVANCED TEACHER	DISTINGUISHED TEACHER	EXPERT TEACHER
<p>At least three formal observations and one informal observation each year.</p> <p>Teachers with a 3.0 average after two observations are eligible to waive the second master educator observation.</p>	<p>At least two formal observations each year.</p> <p>Teachers with a 3.0 average after two observations are eligible to waive both administrator and master educator observations for the rest of the year.</p>	<p>At least one formal administrator observation each year.</p> <p>Teachers with a score of at least 3.0 on their first observation are eligible to waive both administrator and master educator observations for the rest of the year.</p>
Teachers in high-poverty [†] schools are eligible for a two-year service credit.	Teachers in high-poverty schools are eligible for a five-year service credit and will move to the master's degree salary band, if applicable.	Teachers in high-poverty schools are eligible for a five-year service credit and will move to the PhD salary band, if applicable.

Advanced, Distinguished, and Expert Teachers are eligible for all opportunities at the Teacher and Established Teacher stages, as well as the following opportunities:

Positions: Assistant Principal, Coach Manager, Curriculum Specialist, Early Childhood Education Instructional Specialist, Instructional Coach, Literary Professional Learning Designer, Master Educator, Principal

Fellowships and Grants: Fulbright-Hays Seminar, Math for America Master Teacher Fellowship, New Leaders Aspiring Principals Program, U.S. Department of Education Teaching Ambassador Fellowship

For more information about compensation, please refer to the *Compensation* section that begins on page 14 of this guidebook.

For more information about the opportunities and benefits at each stage, please refer to the following pages:

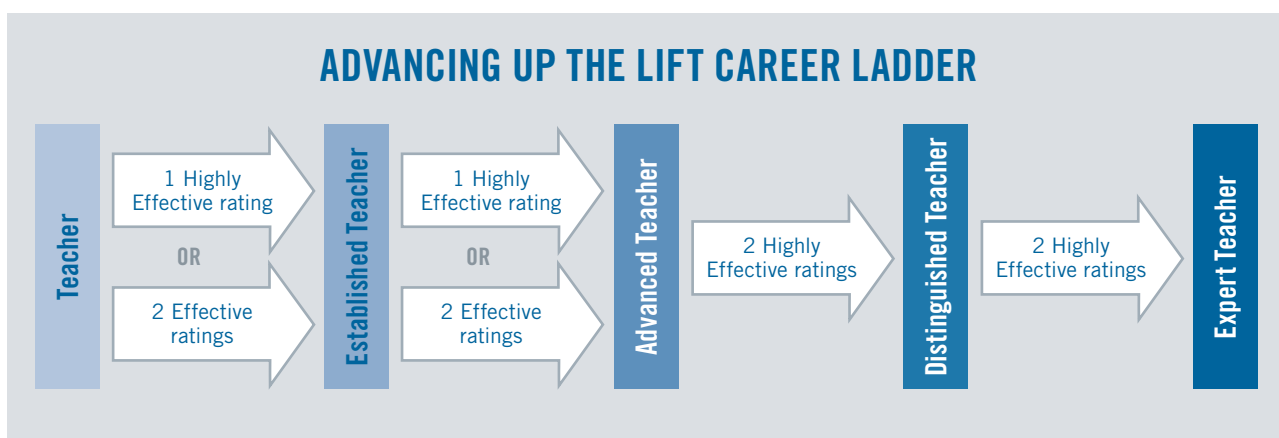
- Teacher stage, page 21
- Established Teacher stage, page 23
- Advanced Teacher stage, page 25
- Distinguished Teacher stage, page 27
- Expert Teacher stage, page 29

Advancing up the LIFT Ladder

Your advancement up the LIFT ladder is determined by your annual IMPACT rating. Once you've entered a particular stage, you will remain there until you earn the requisite Effective and/or Highly Effective ratings to progress to the next stage. You cannot move backwards along the ladder; you can only advance.

Please note that Developing and Minimally Effective ratings do not contribute to your advancement up the ladder.

Criteria to Advance up the LIFT Ladder



Note: Beginning in the 2012–2013 school year, an Effective IMPACT rating will be defined as a score between 300 and 349.

- Individuals at the Teacher stage who earn two consecutive Effective ratings or one Highly Effective rating will advance to the Established Teacher stage.
- Established Teachers who earn two consecutive Effective ratings or one Highly Effective rating will advance to the Advanced Teacher stage.
- Advanced Teachers who earn two consecutive Highly Effective ratings will advance to the Distinguished Teacher stage.
- Distinguished Teachers who earn two consecutive Highly Effective ratings will advance to the Expert Teacher stage.



Do I need to earn these ratings consecutively in order to advance up the LIFT ladder?

Yes. In cases in which two ratings are required to advance to the next LIFT stage, those ratings must be earned in two consecutive years.

For example, a teacher at the Established Teacher stage will either need to earn one Highly Effective rating or two Effective ratings *in a row* in order to advance to the Advanced Teacher stage. Similarly, teachers at the Advanced and Distinguished Teacher stages need to earn two Highly Effective ratings in a row to advance on the LIFT ladder.

How do my prior IMPACT ratings count towards my advancement up the LIFT ladder?

As described on page 12, all returning teachers will be placed in a LIFT stage at the start of the 2012–2013 school year. Moving forward, you will need to earn the requisite ratings outlined on page 10 in order to advance to the next LIFT stage.

After your initial placement on the LIFT ladder, your 2012–2013 rating will be the first to count towards your advancement to the next LIFT stage. For example, let's consider a teacher who is placed at the Established Teacher stage at the beginning of the 2012–2013 school year, and who earns an Effective rating at the end of that same school year. During the 2013–2014 school year, this teacher will either need to earn an Effective rating or a Highly Effective rating to advance to the Advanced Teacher stage.

Why do teachers need to earn Highly Effective ratings to reach the Distinguished and Expert Teacher stages?

Teachers who reach the Distinguished and Expert Teacher stages are eligible for significant benefits, including dramatically reduced IMPACT observations and considerable base salary increases. Therefore, these stages are reserved for the highest-performing teachers in the district.

Teachers who consistently earn Effective ratings also deserve meaningful recognition for their performance and experience. With LIFT, a teacher who earns four years of Effective ratings will move into the Advanced Teacher stage and become eligible for reduced IMPACT observations, a base salary increase, and a wide array of leadership opportunities.

Your Starting LIFT Stage

Teachers Returning to DCPS

All teachers will be placed in a LIFT stage at the beginning of the 2012–2013 school year. If you taught in DCPS during the 2011–2012 school year, your starting LIFT stage is determined by your prior IMPACT ratings.

The following graphic describes the criteria for determining returning teachers' starting LIFT stage.

Teacher	Established Teacher	Advanced Teacher	Distinguished Teacher	Expert Teacher
Teachers who do not meet the criteria for Established Teacher	2 years of Effective* ratings OR 1 year of a Highly Effective rating	3 years of scores at or above 300	2 years of Highly Effective ratings†	<i>No teachers will qualify for this stage in SY 2012–2013</i>

* In determining their starting LIFT stage for the 2012–2013 school year, returning teachers will receive credit for any prior Effective ratings (scores between 250 and 349) received during the 2009–2010, 2010–2011, and 2011–2012 school years. As outlined on the previous page, beginning in the 2012–2013 school year, only scores falling into the new Effective category (300–349) will contribute toward movement up the ladder.

† Teachers will be placed into the Distinguished Teacher stage if they received either:

- Highly Effective ratings in both of the past two years (SY 2010–2011 and SY 2011–2012)
- Highly Effective ratings in any two of the past three years, and a score at or above 300 in a third year

Example 1

Consider a teacher who received the following scores on his final IMPACT assessments for the past three years:

- 2009–2010 school year: 290
- 2010–2011 school year: 315
- 2011–2012 school year: 320

Because he earned two scores above 250, but not three years of scores above 300, this teacher would be placed in the **Established Teacher** stage at the start of the 2012–2013 school year.

Example 2

Consider a teacher who received the following scores on her final IMPACT assessments for the past three years:

- 2009–2010 school year: 339
- 2010–2011 school year: 355
- 2011–2012 school year: 361

Because she received Highly Effective ratings in both 2010–2011 and 2011–2012, this teacher would be placed in the **Distinguished Teacher** stage at the start of the 2012–2013 school year.

Teachers who have taught in DCPS for fewer than three years will be placed according to the IMPACT ratings that they have already earned. For example, a teacher who is beginning her second year in DCPS in 2012–2013 and who received an Effective rating during 2011–2012 (her first year) will be placed at the Teacher stage for 2012–2013.

Note: Teachers who joined DCPS in the 2011–2012 school year with two or more years of prior teaching experience and received scores of 300 or above on their annual IMPACT assessments will be placed at the Established Teacher stage.

Teachers New to DCPS

Teachers who are new to DCPS will be placed according to their years of teaching experience:

- 0–1 years of experience: Teacher stage
- 2+ years of experience: Established Teacher stage

Example

Let's look at another example. Consider a teacher with four years of teaching experience in a neighboring school district who joins DCPS at the start of the 2012–2013 school year. Because he has two or more years of experience teaching outside of DCPS, he will be placed at the **Established Teacher** stage at the start of the 2012–2013 school year.

Why do experienced teachers enter DCPS at the Established Teacher stage?

Experienced teachers who are joining DCPS from other districts will be placed in the Established Teacher stage. This placement both recognizes these teachers' prior experience and provides them with an opportunity to demonstrate their effectiveness in DCPS through a full set of IMPACT observations. However, like all Established Teachers, after one year of Highly Effective performance (or two consecutive years of Effective performance), these experienced teachers will progress to the Advanced Teacher stage, where they will be eligible for reduced IMPACT observations and other benefits.



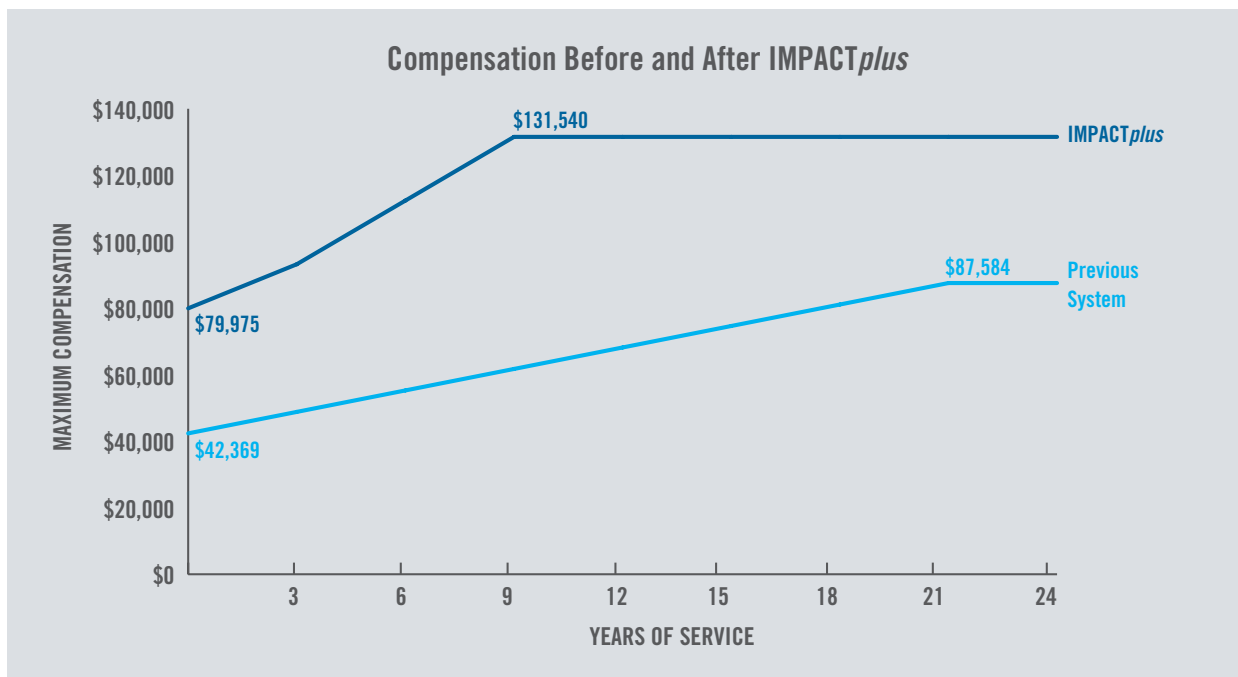
Andrea Leoncavallo

Compensation: LIFT and IMPACT_{plus}

We believe that teaching is the most important job in the world.

And while we recognize that teachers do not enter the field of education for monetary reasons, we think that they deserve to be compensated as true professionals.

This is why DCPS collaborated with the Washington Teachers' Union to develop IMPACT_{plus}, a groundbreaking performance-based pay system that was introduced during the 2009–2010 school year. Through IMPACT_{plus}, outstanding DCPS educators are now being paid what they deserve. In fact, thanks to annual bonuses of up to \$25,000 and base salary increases of up to \$27,000, some educators have seen their compensation more than double.



This year, we are excited to introduce several enhancements to IMPACT_{plus}. Just as in years past, all Highly Effective teachers will be eligible for annual bonuses. However, through LIFT, we are expanding the base salary component of IMPACT_{plus} to reward more teachers in new ways.

- For the first time, teachers who earn consistent **Effective*** ratings will be eligible for **base salary increases of up to \$9,000** at the Advanced Teacher stage.
- **Base salary increases will now be tied to LIFT stages** with increases at the Advanced, Distinguished, and Expert Teacher stages for teachers in high-poverty schools.

We know that teachers are driven by the difference that they make in students' lives — not by annual bonuses or impressive salaries. But we hope that these changes not only demonstrate just how much DCPS teachers are valued, but also help us to continue attracting and retaining the outstanding teachers that our students deserve.

* Note: Beginning in the 2012–2013 school year, an Effective IMPACT rating will be defined as a score between 300 and 349.

How will my compensation increase over time through LIFT?

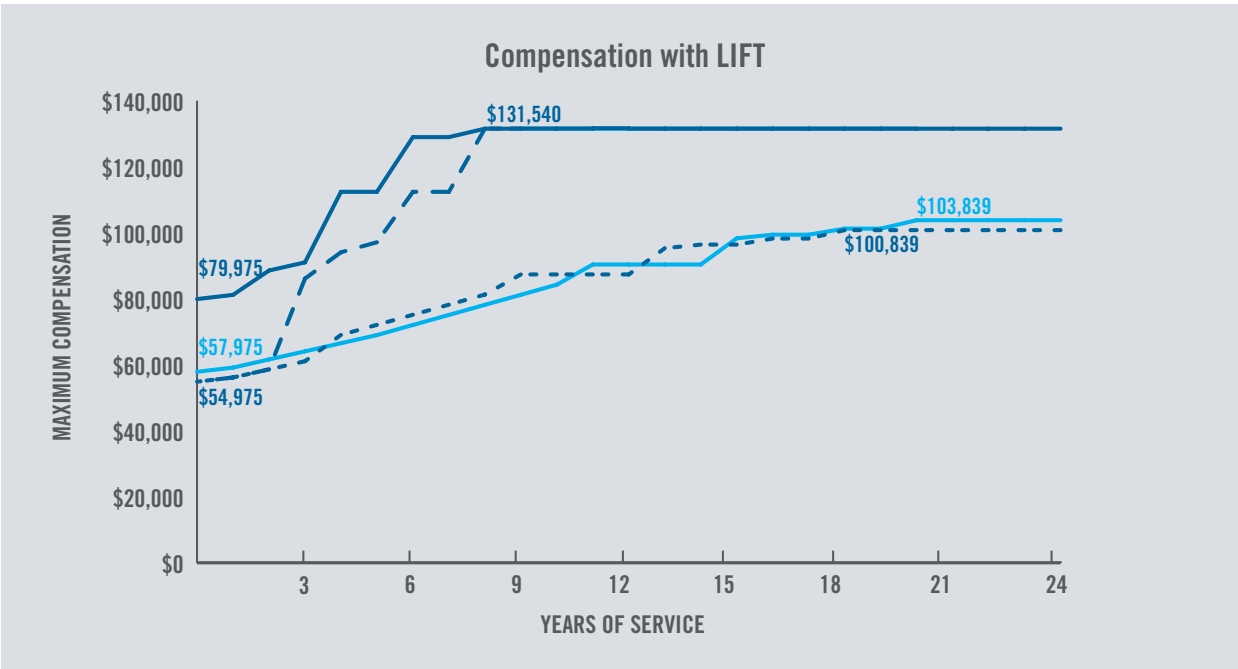
All Effective and Highly Effective teachers will continue to earn the annual step increases outlined in the Washington Teachers’ Union contract. However, at the Advanced, Distinguished, and Expert Teacher stages, teachers will earn significantly larger base salary increases.

The graph below represents compensation over time for four hypothetical teachers with master’s degrees:

- **Teacher 1:** A teacher who consistently earns Highly Effective ratings at a high-poverty school*
- - -

Teacher 3: A teacher who consistently earns Effective ratings at a high-poverty school
- - -

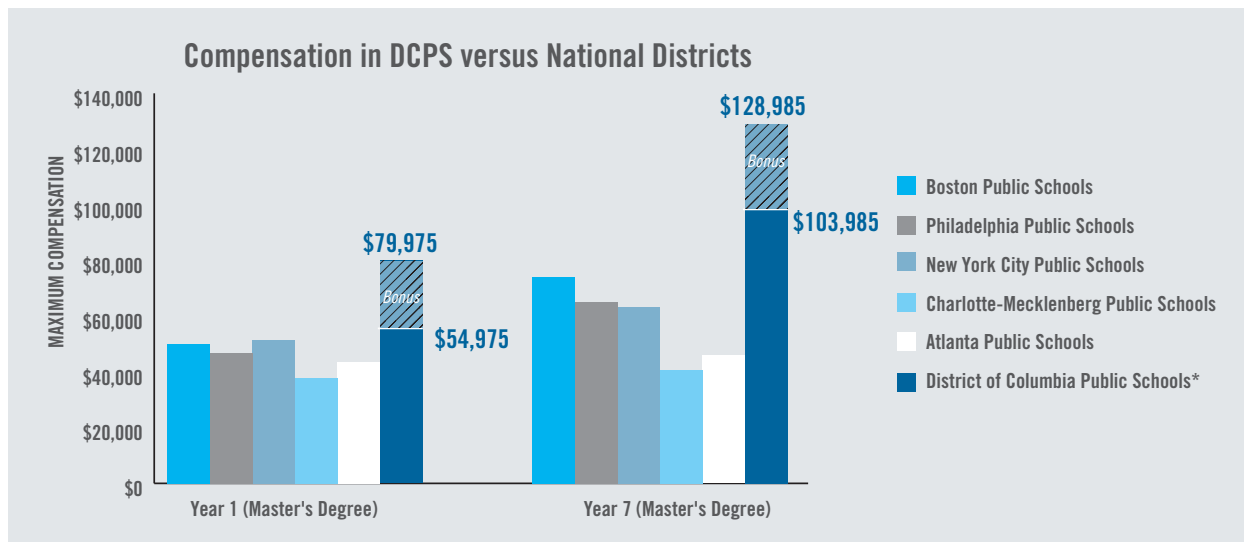
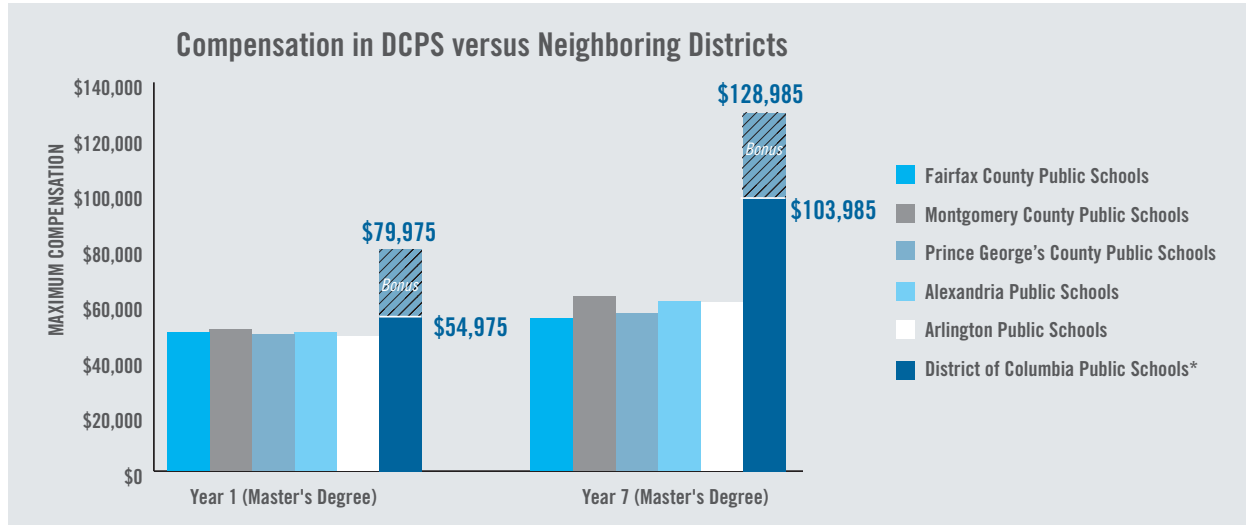
Teacher 2: A teacher who earns three years of Effective ratings before earning Highly Effective ratings at a high-poverty school*
- **Teacher 4:** A teacher who consistently earns Highly Effective ratings at a low-poverty school



* Note: In these two cases, the compensation figures above assume that the teacher earns the maximum annual bonus amount of \$25,000 because she or he earns a Highly Effective IMPACT rating in IMPACT Group 1 and works in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in IMPACT Group 1 and/or in one of the 40 lowest-performing schools, they will be eligible for a bonus that is between \$10,000 and \$20,000. See page 17 for more information about IMPACTplus bonuses.

How are DCPS teachers compensated compared to teachers in other districts?

Outstanding DCPS teachers are compensated at unprecedented levels. As shown in the following figures, DCPS teachers earn significantly more than teachers in other districts in the DC metro area, as well as teachers in similar urban school districts across the country. In fact, teachers' salaries in DCPS exceed those in other districts even without including the annual bonuses and base salary increases that are available to high performers.



* Note: The compensation figures for DCPS reflect the maximum salaries for Highly Effective teachers who earn the maximum annual bonus amount of \$25,000 because they are in IMPACT Group 1 and work in one of the 40 lowest-performing schools. In cases in which teachers in high-poverty schools earn Highly Effective IMPACT ratings but are not in IMPACT Group 1 and/or in one of the 40 lowest-performing schools, they will be eligible for a bonus that is between \$10,000 and \$20,000. See page 17 for more information about IMPACTplus bonuses.

More Information about IMPACT^{plus}

How does IMPACT^{plus} work?

As mentioned on the previous pages, for teachers, IMPACT^{plus} has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

With a Highly Effective rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 LOWEST-PERFORMING SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or higher	\$10,000	Additional \$5,000	Additional \$10,000	\$25,000
	59% or lower	\$2,000	Additional \$1,000	n/a	\$3,000

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do teachers in schools with high free and reduced-price lunch rates receive higher bonuses?

One of the goals of IMPACT^{plus} is to help our highest-poverty schools attract and retain outstanding teachers. This is why we are offering higher bonuses to the teachers who serve in these schools.

Why do teachers in Group 1 receive a special add-on?

Teachers in Group 1 are unique in that 50% of their IMPACT assessment comes from student achievement data. Given the challenges associated with such a rigorous measure, we felt it was appropriate to recognize the most effective Group 1 teachers with higher bonuses.

How do I know if I am in IMPACT Group 1?

If you are not sure, please log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Why do teachers who work in the 40 lowest-performing schools receive a special add-on?

One of the goals outlined in DCPS's five year strategic plan, *A Capital Commitment*, is that by 2017, our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. We felt it was appropriate to recognize the most effective teachers in these schools with higher bonuses, given the additional challenges they face.

How do I know if I work in one of the 40 lowest-performing schools?

If you are not sure, please ask your administrator. You may also contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

At the Advanced, Distinguished, and Expert Teacher stages, teachers in high-poverty schools will be eligible for an increase in their base salary in the form of a service credit, meaning that they will be paid as if they had additional years in the system. The size of the base salary increase depends on a teacher's LIFT stage and education level, as indicated in the chart below.

YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR LIFT STAGE	YOUR SERVICE CREDIT
60% or Higher	Advanced	2 Years
	Distinguished	5 Years*
	Expert	5 Years*

** In addition to the five-year service credit, teachers at the Distinguished Teacher stage will move to the master's degree salary band if not already there, and teachers at the Expert Teacher stage will move to the PhD salary band if not already there.*

Why are base salary increases only available to teachers at high-poverty schools?

More than 75% of DCPS teachers work in high-poverty schools and may be eligible for base salary increases through LIFT. Furthermore, one of the goals of LIFT and IMPACT^{plus} is to help our highest-poverty schools attract and retain excellent teachers. These schools serve large populations of students who need extra support and who face additional challenges outside of the classroom; teachers who are successful in accelerating these students' achievement deserve the greatest compensation.

Teachers in all schools will be eligible for the leadership opportunities and reduced IMPACT observations available through LIFT, and Highly Effective teachers in all schools will be eligible for annual bonuses.

For how many years do I need to teach in a high-poverty school in order to qualify for the base salary increase?

You must be teaching in a high-poverty school during the year in which you qualify for a service credit and during the following school year.

For example, imagine that you are at the Established Teacher stage during the 2012–2013 school year. If you earn a Highly Effective rating at the end of the year, you will begin the 2013–2014 school year at the Advanced Teacher stage. In order to qualify for the two-year service credit at the Advanced Teacher stage, your school in both the 2012–2013 and 2013–2014 school years must be high poverty.



Michael Deangelis

Teacher Profiles



Cynthia Robinson-Rivers

Meet Hannah Clements

Hannah started teaching seventh grade math at Kramer Middle School in 2011 and is deeply committed to improving outcomes for students in the Anacostia neighborhood where she works. Her interest in teaching and teacher leadership started with her volunteer work in St. Louis Public Schools and then as a DCPS central office staff member in the Office of Human Capital.

What Hannah says: *“As a teacher early in my career, I believe teacher leadership opportunities are the ticket to keeping teachers in the classroom. Teachers are more invested in the outcomes of their school and their district when given leadership opportunities. Teachers feel their voice matters and they can instill meaningful change for their school, their colleagues, and their students — both inside and outside the classroom. Most importantly, leadership opportunities give teachers an opportunity to collaborate with other teachers. They, in turn, improve their own practice for those who matter most — our students.”*



Muata Perkins

Meet Zalika Perkins

After several years of teaching art and leading community art workshops, Zalika obtained her master's in art education. She returned to the classroom last year as a teacher at Roosevelt High School. Zalika feels fortunate to teach art, which she believes serves as a bridge between other classroom subjects. Her goal is for her students to recognize that they are creative thinkers who are capable of making a positive change in the world. This year, Zalika is serving as a LIFT Ambassador for her school, helping train her peers on this new initiative. She believes the new teacher career ladder will help to keep strong, dedicated teachers in the classroom where they are most needed.

What Zalika says: *“As teachers, we should model what success looks like for our students. One way of doing this is taking on leadership roles so that we can demonstrate what it means to be a leader and the steps one must take in order to get there.”*

LIFT Stages: In-Depth View

The following section outlines the opportunities and benefits that are aligned with each LIFT stage and explains how you advance from one stage to the next. You will also find information about IMPACT observations at each stage, examples of available leadership opportunities, information about additional compensation at certain stages, and profiles of current and former DCPS teachers.

Teacher Stage



Some teachers at this stage have prior experience in DCPS, while others are new to the teaching profession and have just successfully completed DCPS's rigorous and competitive selection process. Whether new or returning, all teachers at this stage are committed to leading their students to ambitious achievement and to continuing to refine their instructional practices.

IMPACT Observations

Teachers at the Teacher stage will receive **five observations**. Four will be **formal** observations: two by an administrator and two by a master educator. During Cycle 1, these teachers will also receive one **informal*** administrator observation.

Please note that during Cycle 1, teachers who are in their first year in DCPS will receive an informal administrator observation before they receive any formal observations. An informal administrator observation will take place by December 20, and a formal master educator observation will take place between January 7 and February 15.

** Informal observations will not count toward final IMPACT ratings.*

For more information about IMPACT for teachers at this stage, please refer to your IMPACT guidebook.

Leadership Opportunities

Teachers at this stage are eligible for a variety of leadership opportunities, including:

- Chancellor's Teachers' Cabinet page 32
- Teaching Audition Host Teacher page 41
- Fund for Teachers page 44

For descriptions of all of the opportunities available to educators at the Teacher stage, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

Advancing to the Next Stage

A teacher will advance from the Teacher stage to the Established Teacher stage once she or he has earned two consecutive Effective ratings or one Highly Effective rating.



Cynthia Robinson-Rivers

Meet April Greene

After receiving her undergraduate degree, April joined the DC Teaching Fellows and was assigned to teach lower elementary at Ketcham Elementary School in Ward 8, where she has taught for four years. April believes that all children possess the desire and drive to learn and succeed. Last year, April served as the teacher lead for her school and is continuing to seek out new opportunities to cultivate her leadership skills.

What April says: *“Serving as a teacher lead has been a wonderful experience for me. It has not only given me the opportunity to support my colleagues in perfecting their practice by utilizing data to drive instruction, but it has allowed me to learn so much about how to be a great and supportive leader within my school while still meeting the needs of my students.”*



Cynthia Robinson-Rivers

Meet Chris Obermeyer

Chris is a science teacher at Wilson Senior High School. He has served on his school's teacher leadership team and organized groups of science teachers for Monthly Meet-up group meetings. He believes that teachers who are interested in leadership must let their voices be heard. Developing leaders must be willing to say what they wish to change and then make themselves a tool in order to create that change.

What Chris says: *“Leadership opportunities come when you’re willing to question the status quo, seek progress, collaborate, create solutions, and seek excellence over mediocrity. In short, okay can never be good enough. In my first year I was blessed with opportunities to create change not only inside my classroom, but in my school and through collaboration among science teachers district-wide. I’ve loved being able to take on various roles and it has really made me feel like I have a place in DCPS beyond my school community. I’ve learned and grown more this year by having the opportunities to influence change on broader levels.”*

Established Teacher Stage



These teachers have proven their effective teaching skills and have led their students to solid achievement gains. Established Teachers also demonstrate an ongoing commitment to their own learning and improvement, and may begin to take on leadership roles within their schools or for the district.

IMPACT Observations

Teachers at the Established Teacher stage will receive **five observations**. Four will be **formal** observations: two by an administrator and two by a master educator. During Cycle 2, these teachers will also receive an **informal*** administrator observation.

Please note that Established Teachers in their first year in DCPS will be observed according to the schedule for the Teacher stage so that they have the opportunity to receive an informal observation before any formal observations.

** Informal observations will not count toward final IMPACT ratings.*

For more information about IMPACT for teachers at this stage, please refer to your IMPACT guidebook.

Leadership Opportunities

Teachers at this stage are eligible for a variety of leadership opportunities, including:

- Teachers Central to Leadership Fellowship page 32
- Common Core Reading Corps page 34
- Teacher Selection Ambassador page 42

For descriptions of all of the opportunities available to Established Teachers, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

Advancing to the Next Stage

A teacher will advance from the Established Teacher stage to the Advanced Teacher stage once she or he has earned two consecutive Effective ratings or one Highly Effective rating as an Established Teacher.



Michael Deangelis



Cynthia Robinson-Rivers

Meet Lisa Jones

Lisa joined DCPS in 2005 through DC Teaching Fellows after a career in the private sector, including time spent working as a filmmaker. While teaching at Watkins Elementary School, she developed an after school program and a cinema club for students. As a Teachers Central to Leadership (TCTL) fellow, Lisa developed teacher modules on the Common Core State Standards and provided input on a wide variety of issues that affect teachers, including teacher evaluation, professional development, and curriculum.

What Lisa says: *"It's important for teachers to feel that they can excel within the profession without losing the holistic experience of working with children every day. Teacher leaders are not born. They are developed through experience, innovation, and encouragement from other teachers."*



Sean Sonnenburg

Meet Nigel Atwell

Nigel started teaching in 2006 after a successful career as a lawyer. He has taken on several different leadership positions, including supervising pre-service teacher interns and teacher assistants at his school. This has allowed him to gain valuable leadership experience and has benefited the young teachers who are able to learn best practices from him while working in his classroom. Nigel has also assumed district-wide leadership positions, including assisting the central office with writing model lesson plans.

What Nigel says: *"My most memorable leadership experience as a DC teacher was when I served as the lead social studies teacher for an elementary school that was departmentalized. I was motivated to become well informed about best teaching practices through networking, conferences, and academic reading. I also learned to effectively communicate information to my school leader and colleagues."*

Advanced Teacher Stage



Teachers at this stage have been among the district's most effective for several years, and their students continually demonstrate strong achievement results. Many of these teachers have also taken on leadership roles within their schools or for the district.

IMPACT Observations

Teachers at the Advanced Teacher stage will receive **at least three formal observations**. Two of these observations will take place by **December 20**: one by an administrator and one by a master educator.

If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive her or his second master educator observation.

All teachers at this stage will also receive an **informal*** administrator observation in Cycle 2 and a **formal** administrator observation in Cycle 3.

** Informal observations will not count toward final IMPACT ratings.*

For more information about IMPACT for teachers at this stage, please refer to your IMPACT guidebook.

Compensation

At the Advanced Teacher stage, teachers in high-poverty schools (i.e., schools in which at least 60% of the student population qualifies for free or reduced-price meals) will be eligible for an increase in their base salaries in the form of a service credit. Advanced Teachers will be granted a two-year service credit, meaning that they will be paid as if they had two additional years in the system.

For example, let's imagine that it is the end of the 2012–2013 school year, and your IMPACT rating qualifies you to move to the Advanced Teacher stage. Let's also imagine that you just finished your fourth year of teaching in a high-poverty school, and that you have a master's degree. For the 2013–2014 school year — your fifth year of teaching — we would actually pay you as if you were in your *seventh* year (5 years + 2 year service credit). In this case, your salary would increase from \$61,158 to \$69,132 — a base salary increase of nearly \$8,000.

Example

FY 2012 Salary Scale

	STEP 4	STEP 7	
BACHELORS	\$54,725	\$61,068	
BACHELORS + 15	\$57,147	\$63,496	
BACHELORS + 30/MASTERS	\$61,158	\$69,132	Salary in fifth year of teaching
MASTERS + 30	\$63,611	\$71,581	
MASTERS + 60/PHD	\$66,078	\$74,045	

Leadership Opportunities

Teachers at this stage are eligible for all DCPS leadership opportunities, including:

- Principal and Assistant Principal page 37
- Master Educator page 40
- Instructional Coach page 40
- Fulbright-Hays Seminars Abroad page 44

For descriptions of these opportunities, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

Advancing to the Next Stage

A teacher will advance from the Advanced Teacher stage to the Distinguished Teacher stage once she or he has earned two consecutive Highly Effective ratings as an Advanced Teacher.



Cynthia Robinson-Rivers

Meet Kalpana Kumar Sharma

Kalpana came to Brightwood Education Campus in 2001 after teaching early childhood in New Delhi, India. She has served as the early childhood grade level chair for the past three years and has taken on additional district-wide leadership opportunities, including serving as a Teaching in Action consulting teacher, which allowed her to model instruction for visiting teachers. She also served as a teacher selection ambassador, helping to interview and select new teacher candidates for DCPS.

What Kalpana says: *"Teacher leadership leads to teacher growth and learning, and when teachers learn, their students learn. When teachers actively pursue leadership opportunities, their lives are enriched and energized, and their knowledge and skills in teaching increase dramatically, leading to increased confidence and a stronger commitment to teaching."*



Cynthia Robinson-Rivers

Meet Jennifer Krystopowicz

Jennifer has taught special education at Tyler Elementary School since 2007 and has taken on a variety of responsibilities, such as special education data team leader and chair of the Local School Advisory Team. She hosted visits from teachers from across the district as a consulting teacher for the Teaching in Action program and participated as a member of the Chancellor's Teachers' Cabinet, providing input on important DCPS policy decisions. She believes there are countless ways teachers can meaningfully serve as leaders in their schools.

What Jennifer says: *"My leadership experience has given me the opportunity to learn from my principal, co-workers, and teachers across the district. I have had the chance to serve in a decision-making role with the administration while still having a career as a teacher."*

Distinguished Teacher Stage



Teachers at this stage are some of the district's top performers and have a record of exemplary student achievement. These teachers have consistently demonstrated a deep understanding of instructional best practices and may serve as models to colleagues who are still developing their skills.

IMPACT Observations

Teachers at the Distinguished Teacher stage will receive **at least two formal observations**. These observations will take place by **December 20**: one by an administrator and one by a master educator.

If the average score from these two observations is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive her or his second administrator observation and second master educator observation. (Note: Eligible Distinguished Teachers may choose to waive both their administrator and master educator observations, or just their master educator observation.)

For more information about IMPACT for teachers at this stage, please refer to your IMPACT guidebook.

Compensation

At the Distinguished Teacher stage, teachers in high-poverty schools (i.e., schools in which at least 60% of the student population qualifies for free or reduced-price meals) will be eligible for an increase in their base salaries.

The base salary increase will take two forms. First, teachers will move to the master's degree salary band if they are not already there. Second, they will be granted a five-year service credit, meaning that they will be paid as if they had five additional years in the system.

For example, let's imagine that it is the end of the 2013–2014 school year, and your IMPACT rating qualifies you to move to the Distinguished Teacher stage. Let's also imagine that you just finished your fifth year of teaching in a high-poverty school, and you do not have a master's degree. For the 2014–2015 school year — your sixth year of teaching — we would actually pay you as if you had a master's degree and were in your *eleventh* year (6 years + 5 year service credit). In this case, your salary would increase from \$56,655 to \$81,335 — a base salary increase of nearly \$25,000.

Example

FY 2012 Salary Scale			
	STEP 5	STEP 8	STEP 11
BACHELORS	\$56,655	\$63,517	\$70,891
BACHELORS + 15	\$59,087	\$65,957	\$73,325
BACHELORS + 30/MASTERS	\$63,611	\$72,171	\$81,335
MASTERS + 30	\$66,078	\$74,640	\$83,774
MASTERS + 60/PHD	\$68,537	\$77,101	\$86,236

Salary in
sixth year
of teaching

Leadership Opportunities

Teachers at this stage are eligible for all DCPS leadership opportunities. For descriptions of these opportunities, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

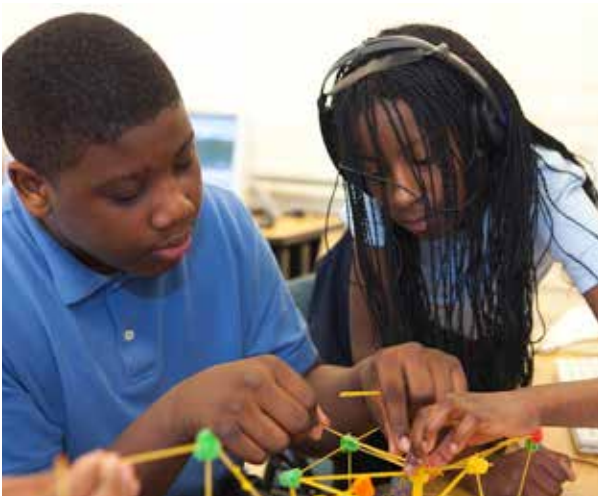
In the coming years, DCPS will continue to develop additional opportunities for teachers at the Distinguished Teacher stage.

Advancing to the Next Stage

A teacher will advance from the Distinguished Teacher stage to the Expert Teacher stage once she or he has earned two consecutive Highly Effective ratings as a Distinguished Teacher.



Michael Deangelis



Michael Deangelis



Bel Perez-Gabillon

Expert Teacher Stage



Teachers at this stage have truly mastered their craft, honed in DCPS classrooms over the course of many years. Their students demonstrate exceptional learning gains each year, regularly exceeding even the most ambitious achievement goals. Many of these teachers also serve in various leadership roles within their schools and extend their reach by mentoring less-experienced colleagues.

IMPACT Observations

Teachers at the Expert Teacher stage will receive **at least one formal observation**. This observation will take place by **December 20** and will be conducted by an administrator.

If the score on this observation is 3.0 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive her or his two remaining observations: one by an administrator and one by a master educator. (Note: Eligible Expert Teachers may choose to waive both their administrator and master educator observations, or just their master educator observation.)

For more information about IMPACT for teachers at this stage, please refer to your IMPACT guidebook.

Compensation

At the Expert Teacher stage, teachers in high-poverty schools (i.e., schools in which at least 60% of the student population qualifies for free or reduced-price meals) will be eligible for an increase in their base salaries.

The base salary increase will take two forms. First, teachers will move to the PhD salary band if they are not already there. Second, they will be granted a five-year service credit, meaning that they will be paid as if they had five additional years in the system.

For example, let's imagine that it is the end of the 2014–2015 school year and your IMPACT rating qualifies you to move to the Expert Teacher stage. Let's also imagine that you have a master's degree, and you just finished your ninth year of teaching in a high-poverty school. For the 2015–2016 school year — your tenth year of teaching — we would actually pay you as if you had a PhD and were in your *fifteenth* year (10 years + 5 year service credit). In this case, your salary would increase from \$75,232 to \$92,613 — a base salary increase of more than \$17,000.

Example

FY 2012 Salary Scale			
	STEP 9	STEP 12	STEP 15
BACHELORS	\$65,985	\$75,816	\$75,816
BACHELORS + 15	\$68,414	\$78,261	\$78,261
BACHELORS + 30/MASTERS	\$75,232	\$87,431	\$87,431
MASTERS + 30	\$77,687	\$89,887	\$89,887
MASTERS + 60/PHD	\$80,147	\$92,613	\$92,613

Salary in tenth year of teaching

Leadership Opportunities

Teachers at this stage are eligible for all DCPS leadership opportunities. For descriptions of these opportunities, please refer to the *Leadership Opportunities Catalog* section of this guidebook, beginning on page 30.

In the coming years, DCPS will continue to develop additional opportunities for teachers at the Expert Teacher stage.

Leadership Opportunities Catalog

Whether you intend to stay in the classroom or transition to another role in a school or in the district, DCPS has a wide variety of exciting leadership roles to help you grow at every stage of your career while serving our students. Leadership opportunities at DCPS include everything from serving as a teacher lead or curriculum writer to organizing monthly meetings of teachers in your content area or helping the teacher recruitment team select new teachers for the district.

On the following pages, you'll find descriptions of many of the leadership opportunities available to DCPS teachers. The district is also continuing to develop new opportunities and partnerships with organizations that offer fellowships and grants to teachers. To read more about the opportunities listed below and new positions as they are established, please visit dcps.dc.gov/DCPS/LIFT.

Alongside the description of each opportunity, LIFT icons indicate the eligibility criteria for interested teachers. The "FT" icon indicates that an opportunity is a full-time position that would require you to leave the classroom.



Michael Deangelis

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Cynthia Robinson-Rivers

Meet Tiffany Johnson

Throughout the nine years Tiffany has taught at Ron Brown Middle School, she has sought out leadership opportunities that allow her to grow and develop new skills. She has served as the teacher lead for her school and worked as a teacher selection ambassador for the district. Tiffany has also participated as a policy fellow for DCPS's partner organization, **Teach Plus**. Through her experience with Teach Plus, Tiffany hopes to develop strengths that will enable her to achieve her goal of being a school administrator.

What Tiffany says: "My advice to teachers who aspire to become leaders is to find a mentor. I was afforded an opportunity to be mentored by my school administrators. My mentors discussed important issues with me, offered advice, allowed me to bounce ideas off of them, and assisted me with making critical decisions."

Education Policy Opportunities

Chancellor's Teachers' Cabinet

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The Chancellor's Teachers' Cabinet is an advisory committee that gives teachers a voice in shaping the future of DCPS. Each year, 25 DCPS teachers are selected to serve as cabinet members. Cabinet members meet with the Chancellor monthly over the course of the school year and provide input on key policy decisions, present new ideas, share their perspectives from the classroom, and discuss the concerns of teachers across the district.

All current DCPS teachers are encouraged to apply to the cabinet. The application is available online each September, and more information about the selection process can be found at: <http://dcps.dc.gov/DCPS/teacherscabinet>.

Hope Street Group National Teacher Fellowship

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The Hope Street Group National Teacher Fellows are teachers and coaches who are leaders among their peers who want to share their expertise and ideas in helping shape national policy. Fellows will participate in meaningful online and in-person dialogue with other outstanding teachers from across the country to advocate for education policy changes focusing on teacher evaluation.

The National Teacher Fellows will serve as local and national spokespeople for teachers' ideas and perspectives. They will have opportunities to meet directly with leading policymakers to share teacher views and to present teacher-generated solutions; learn media skills and receive support in writing blog posts, op-eds, and letters to the editor; and be invited to attend special events.

The application for the 2013 National Teacher Fellowship will open in October 2012. Please visit: www.hopestreetwork.org for more information.

Teachers Central to Leadership Fellowship

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The Teachers Central to Leadership (TCTL) Fellowship is a five-week program that places six to eight educators on teams in the DCPS central office during the summer. Fellows provide critical input on issues such as curriculum, teacher recruitment and selection, professional development, and communications. Fellows meet weekly with DCPS senior leaders and have opportunities to share their perspectives and expertise.

The fellowship is open to current DCPS teachers and instructional coaches, and fellows receive a \$5,000 stipend for their work. The selection process begins each spring and includes an online application and an in-person interview for a select number of teachers. Please visit: <http://dcps.dc.gov/DCPS/TCTL> for more information.

Teach Plus Teaching Policy Fellowship

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The Teach Plus Teaching Policy Fellowship is a highly selective program for teachers interested in transforming the teaching profession to better reward excellence, promote teacher development, and retain top performers. During a cohort experience that spans 18 months, fellows meet in monthly sessions that offer personal interaction with key education leaders; a challenging course of study in education policy, research, and best practices from across the nation; and the opportunity to advocate for policies that will better serve students and retain excellent teachers.

For this fellowship, Teach Plus seeks classroom teachers in the first 3–10 years of their teaching careers who have ideas about policy change they would like to enact on a local and/or national level; a desire and the strong communication skills necessary to actively advocate for these changes; and a track record of success teaching students in urban schools.

To learn more about the application timeline and process, please visit:
<http://www.teachplus.org/page/apply-22.html>.

U.S. Department of Education Teaching Ambassador Fellowship Program

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The Teaching Ambassador Fellowship supports the Department of Education's mission by enabling a cadre of outstanding teachers to contribute their classroom expertise to the national dialogue and facilitate discussions with educators across the country during a year-long sabbatical from the classroom. The fellowship offers opportunities for teachers to build a greater knowledge of education policy and contribute to solutions at all levels for long-intractable challenges in education.

For more information about the fellowship, visit <http://www2.ed.gov/programs/teacherfellowship/index.html>.

Curricular Opportunities

Common Core Mathematics Corps

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The Common Core Mathematics Corps (CCMC) is a group of DCPS educators who will work with central office leadership to design, plan, and implement the Common Core State Standards (CCSS) Math rollout. At each grade level from kindergarten through high school geometry, three to four educators will be selected to work together on curriculum design, professional development, planning, and implementation. Teachers, coaches, and master educators are all welcome to apply for the CCMC.

Teachers interested in the CCMC must be recommended by a master educator, instructional coach, curriculum specialist, or school leader and must be familiar with the CCSS-Math.

There will be approximately 35–50 positions available, and teachers may apply for this position in January and February. The CCMC will begin training in February and will continue to work throughout the following school year.



Sean Sonnenburg

Meet Savitri Gay

Savitri came to DCPS from a neighboring school district because she was inspired by the reform movement taking place in Washington. She has served in a variety of leadership positions, including teacher lead at Kelly Miller Middle School and **Common Core Mathematics Corps member**. Savitri has also been an administrative intern at her school and participated in school-based Washington Teachers' Union roles, such as personnel committee and school advisory committee member.

***What Savitri says:** "It's important to examine a situation with both hats, one as a teacher, and the other as the leader. People, above anything else, want to be respected and recognized."*

For more information about each of these opportunities, including details about how to apply, please visit the LIFT website: dcps.dc.gov/DCPS/LIFT.



Cynthia Robinson-Rivers

Meet Desiree Raught

In addition to teaching English at McKinley Senior High School, Desiree has taken part in both school and district-level leadership roles. She serves as the LGBTQ liaison for her school and trains her staff on how to create a safe, inclusive community. She has also worked as a **curriculum writer** for the academic office at DCPS, organizes English teachers each month to share best practices, and helps select new teachers for the recruitment and selection team as a teacher selection ambassador.

***What Desiree says:** “Being an ELA curriculum writer has allowed me to synthesize my knowledge and research and share it with the district. Serving as a teacher selection ambassador allows me to use my expertise to select the best of the best for our students. I couldn’t think of a more rewarding job than that! I would highly recommend any of the leadership roles I have had to any educator looking to apply his or her skills in a meaningful way. By utilizing our strengths, we can achieve greatness for our students, our families, our schools, and our district.”*

Common Core Reading Corps

EST ADV DIST EXP

The Common Core Reading Corps (CCRC) is a group of DCPS educators who will work together with central office content specialists to implement and sustain the rollout of the Common Core State Standards in English Language Arts (CCSS-ELA). The CCRC teachers will serve as models for the district in implementing CCSS-ELA best practices in their classrooms and designing curriculum, lesson plan modules, and professional development.

Teachers interested in the CCRC must be recommended by a master educator, instructional coach, curriculum specialist, or school leader and must be familiar with the CCSS-ELA.

Curriculum Writer

EST ADV DIST EXP

A curriculum writer works with the DCPS Office of Curriculum and Instruction to author curriculum materials and instructional guidance that will be used as resources for teachers across the district.

A curriculum writer should be a highly experienced classroom teacher, preferably with three or more consecutive years of experience in a specific subject or grade range (e.g., elementary reading, tenth grade English). Curriculum writers must possess deep content knowledge and must be skilled at writing clearly and concisely, conducting rigorous research, and collaborating with other professionals on a shared project.

Teachers may apply to be curriculum writers through the application posted on the LIFT website. Selected applicants begin their work in April and continue through the summer each year. There are approximately 30 positions available annually.

STEM Master Teacher Corps

EST ADV DIST EXP

The STEM Master Teacher Corps is a new DCPS initiative to honor and recognize outstanding teachers in the fields of Science, Technology, Engineering, and Mathematics, and the integration of these fields with other disciplines.

This new initiative will include opportunities for teachers to visit and collaborate with industry and university partners to extend knowledge of their fields and to establish strong connections between the classroom and the STEM workforce. Participants will also help to shape STEM professional development across the district for the following year.

Wilson Reading System Cohort

EST ADV DIST EXP

Teachers who participate in the Wilson Reading Level 1 (WRS) Cohort take part in a year-long course led by Wilson Language Training staff, while working with a selected student during weekly one-on-one reading interventions. Weekly tutoring with a student includes at least 135 minutes per week.

Training for the cohort includes four full days in the fall, five formal observations by a WRS training specialist, and five two-hour implementation meetings throughout the year. Participants must also complete at least 60 hours of online coursework. Teachers receive \$2,000 in tuition credit for participating in this rigorous program.

Applications are posted in August, and accepted candidates begin the certification process in September. There are approximately 20 available positions each year.

School Point of Contact Positions

ACCESS Chair

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The ACCESS for ELLs test chair serves as a liaison between the Office of Bilingual Education (OBE) and the local school, and disseminates information and materials from ACCESS for ELLs chair meetings to school administrators, ESL teachers, counselors, and general education teachers. The chair serves as the test coordinator for the ACCESS for ELLs exam and collaborates with the school staff members who coordinate interim assessments and DC CAS testing to ensure that English language learners receive the appropriate accommodations. The chair also collaborates with school staff to collect data for former ELL students who are receiving monitoring services and works with school administrators to ensure timely dissemination of all ELL students' parent/guardian notifications.

Teachers or counselors serving as ACCESS for ELLs test chairs must be familiar with ACCESS for ELLs testing procedures, the ELL accommodation guidelines for the DC CAS, ESL exiting criteria and monitoring requirements, the parent/guardian letters required for NCLB compliance, and the main elements of the DC Language Access Act as it applies in a school setting.

Teachers interested in this position should contact their principal.

Burst Point of Contact

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This point of contact is responsible for managing materials, coordinating instructional schedules, and monitoring the implementation of the Burst intervention program at her or his school for kindergarten through grade 3. This position is vital to ensuring that students receive regular, high-quality Burst instruction.

Teachers interested in serving as a Burst point of contact should have attended a Wireless Generation Burst training, have two or more years of experience teaching Burst instruction to small groups of students, and have experience assisting with creating classroom or school-wide Burst implementation schedules. Teachers should also possess extensive first-hand knowledge of the DIBELS and Burst assessment procedures and the technology and materials associated with the Burst cycle. Experience teaching Burst lessons in a variety of settings is preferred.

Dual Language Lead Teacher

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The dual language lead teacher (DLLT) acts as the liaison between teachers and the Office of Bilingual Education (OBE) and attends monthly after school advisory roundtable meetings to discuss issues related to dual language programming and instruction. DLLTs also disseminate dual language-related information to staff, and facilitate the collection of Evaluacion del Desarrollo de la Lectura (EDL) assessments and data submission to OBE.



Cynthia Robinson-Rivers

Meet Cassie Gare

Cassie is a special education teacher who came to DCPS through the DC Teaching Fellows in 2009. In 2010, noting the diverse needs of her students, Cassie utilized DonorsChoose.org to obtain funding for a classroom LCD projector, which she continues to use to enhance her students' learning experiences. Cassie has served as **special education department chair**, teacher lead, and LGBTQ liaison, opportunities that have allowed her to further develop her leadership skills and better serve her school community. She has also had several leadership opportunities outside of school, including working in the Office of Youth Engagement and participating as a member of the Chancellor's Teachers' Cabinet.

What Cassie says: "My leadership experiences have been invaluable to my growth as an educator and have allowed me to feel a sense of personal connection to the reform efforts going on around me. I am constantly challenged and provided opportunities to expand my skill set, all in the interest of promoting the advancement of the district, my school, and most importantly, my students."

For more information about each of these opportunities, including details about how to apply, please visit the LIFT website: dcps.dc.gov/DCPS/LIFT.



Cynthia Robinson-Rivers

Meet Maggie Slye

Maggie taught for eight years before coming to DCPS as an instructional coach. While in the classroom, she took on a number of teacher leadership opportunities, including mentoring student teachers, facilitating study groups, serving as **grade level team lead**, and leading a summer school program. A year after participating in the first cohort of the Teachers Central to Leadership fellowship, Maggie joined central office full time as a member of the Teacher Effectiveness team in the Office of Human Capital. While there, she led the strategic redesign of the district's instructional coaching program. Maggie then served as a literacy professional learning designer in the Office of Curriculum and Instruction, where she designed the elementary literacy sessions for professional development days. Maggie now serves as an assistant principal at Tubman Elementary School.

***What Maggie says:** "I think teachers who are interested in leadership should first look for opportunities to support and build capacity at their schools: join committees, lead book studies, support new teachers. Communicate your interests to your school leaders and ask how you can help."*

DLLTs must be dual language classroom teachers (either Spanish or English), have at least one full year of experience in the dual language program at their school site, and be recommended by their school administration. DLLTs will be compensated for attending monthly after school advisory roundtable meetings.

Principals may nominate teachers for this opportunity in August. There is one position available at each dual language school.

Early Childhood Grade Level Chair

EST ADV DIST EXP

An early childhood grade level chair provides information, support, guidance, and leadership for other early childhood educators in her or his school. In this position, grade level chairs will support the coordination of high-quality services for 3–5 year old students in Title I DCPS classrooms by serving as the school site contact for information on Head Start program requirements, including those set forth in the Head Start Program Performance Standards related to early childhood education and development, indoor and outdoor health and safety, child supervision, and program monitoring.

Teachers may apply for a year-long grade level chair position at their schools. Applicants must be nominated by their principals, and selection will be made by the Office of Early Childhood Education. Grade level chairs participate in a mandatory, paid, multi-day summer training prior to beginning their role and receive an annual stipend.

Foundations Point of Contact

T EST ADV DIST EXP

The Foundations point of contact is responsible for managing Foundations materials, coordinating the Foundations Double Dose schedule (if applicable), providing support to teachers, and communicating with the Office of Curriculum and Instruction and the Wilson literacy specialist about the coaching day schedule, as well as any relevant data or other information. The point of contact should also be prepared to follow up on feedback provided to teachers during coaching visits. This position is vital to ensuring that students receive regular, high-quality Foundations instruction.

Teachers interested in serving as the Foundations point of contact for their schools should have attended at least one of the Foundations grade level trainings and the Double Dose training if applicable. The point of contact should have experience teaching Foundations and be familiar with the resources on the online Wilson Prevention Learning Community. The point of contact should also be familiar with completing the Unit Test Tracker and identifying students for Double Dose.

Just Words Point of Contact

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The Just Words point of contact is responsible for managing the program's materials, coordinating the intervention schedule, providing support to teachers, and communicating with the Office of Curriculum and Instruction and the Wilson literacy specialist about the coaching day schedule. The point of contact should also be prepared to follow up on feedback provided to teachers during coaching visits. This position is vital to ensuring that students receive regular, high-quality Just Words instruction.

Teachers interested in serving as the Just Words point of contact for their schools should have attended the Just Words training and the screening and placement workshop, have experience teaching Just Words, and

be familiar with the resources on the online Wilson Intervention Learning Community. The point of contact should also have experience administering and scoring the Word Identification and Spelling Test (WIST) assessment, and synthesizing this data with DIBELS/SRI results in order to appropriately identify students for Just Words.

Read 180 Point of Contact

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This point of contact is responsible for monitoring the implementation of Read 180 at her or his school, including managing program materials and coordinating instructional schedules. The point of contact is also responsible for ensuring that the Scholastic Reading Inventory (SRI) testing is completed within the designated testing windows.

Read 180 points of contact should be prepared to disaggregate and compile data with teachers to analyze growth and trends. They will also support teachers in implementing recommendations provided by external Read 180 coaches during school visits. This position is vital to ensuring that students receive regular, high-quality Read 180 instruction.

Teachers interested in serving as a Read 180 point of contact should have attended the Read 180 and SRI trainings and have experience teaching Read 180. The point of contact should also be familiar with the SRI assessment and administration procedures, and how to use this data to identify students for Read 180. Teachers interested in this position should have a Read 180 implementation level rating of expert or practitioner on recent fidelity reports.

Scholastic Reading Inventory Point of Contact

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The Scholastic Reading Inventory (SRI) point of contact is responsible for ensuring that all students at a designated school are tested at the beginning and end of each academic year. The SRI point of contact records individual student growth and keeps records of students' Lexile levels to provide to teachers. This position is vital to ensuring that students receive high-quality, targeted literacy interventions.

Teachers who are interested in serving as an SRI point of contact should be familiar with Scholastic Achievement Manager (SAM), the SRI assessment and administration procedures, and how to read and analyze data.

Teachers are selected each June for the following school year. There is one position available in each secondary school.

School Leadership Opportunities

Principal and Assistant Principal

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Principals and assistant principals are responsible for leading instruction, managing operations, and increasing the effectiveness of their school communities. DCPS seeks talented, dedicated leaders who have the skills and experience to lead our schools and the desire to help transform ours into the highest-performing urban school district in the nation.



Cynthia Robinson-Rivers

Meet Jacqueline Gartrell

Jacqueline started her career in DCPS as an early childhood teacher at Brent Museum Magnet School. She then worked in central office as a special assistant to the superintendent and later in the Office of Professional Development before becoming the principal of Benning Elementary School and later Eaton Elementary School. Jacqueline is now the **instructional superintendent for Cluster 5 schools**. Her career pathway clearly demonstrates the limitless possibilities for hard-working, dedicated DCPS teachers who would like to extend their reach and improve outcomes for as many children as possible.

What Jacqueline says: "My advice is to really love and want to make a contribution to the lives of children. Know and understand urban education. That means teach, tutor, mentor — find a way to be in a school with children in depth and over time, using your talents and skills. One should always be able to answer this question positively: 'Did I do what's best for children today?'"

For more information about each of these opportunities, including details about how to apply, please visit the LIFT website: dcps.dc.gov/DCPS/LIFT.



Cynthia Robinson-Rivers

Meet Alyson Roberts

Alyson arrived at CW Harris Elementary School in the fall of 2009, after teaching in New Hampshire, North Carolina, and at a charter school in DC. At CW Harris, Alyson is a reading intervention teacher, **teacher lead**, and a member of the leadership team. She is also a teacher selection ambassador and a Teaching in Action consulting teacher for DCPS, has worked as a fellow advisor with the DC Teaching Fellows Program, and is a 2012 Teaching Policy Fellow with Teach Plus. Alyson is the recipient of a 2011 Rubenstein Award for Highly Effective Teaching.

***What Alyson says:** “Early on in my career, I was focused on perfecting my teaching style. It was my goal to refine my practice and to make sure I was being the best teacher I could be for the students in my class. Now, as an experienced, passionate educator, I think it is very important to pursue leadership opportunities that broaden my horizons and continue to strengthen my skill set. This way, I am always up to date on the current research and am constantly being exposed to different teaching techniques and activities that help me reach my diverse learners.”*

Top principal and assistant principal candidates are characterized by their focus on student achievement, leadership vision, instructional expertise, systems and resource management, people management, strategic problem-solving, and commitment to personal development.

To serve as a DCPS principal or assistant principal, applicants must obtain an Administrative Services Credential (ASC) through the Office of the State Superintendent of Education (OSSE). OSSE ASC

Requirements can be found by visiting:

<http://osse.dc.gov/service/school-administrator-licensure-school-principal-and-assistant-principal>.

If you are interested in applying to be a principal or assistant principal, please visit the DCPS website for a list of current openings.

Teacher Lead

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Teacher leads are members of each school's Academic Leadership Team and support teachers in using data to inform instruction. Teacher leads help facilitate school-based data meetings on professional development days and work with colleagues on an ongoing basis.

Teacher leads are expected to attend two to four days of the Summer Leadership Academy as well as the data cycle portion of each monthly, district-wide leadership meeting. Teacher leads will be paid an annual stipend of approximately \$2,400.

Teacher leads must have earned Effective or Highly Effective IMPACT ratings during the previous school year and must be recommended by their principals.

Leadership Development Programs

Emerging Leaders Program

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The Emerging Leaders program strengthens the leadership skills of talented teachers, coaches, and assistant principals so that they can be more effective in driving achievement gains in their schools. Participants will learn how to lead a team of teachers, implement data-driven instruction, build classroom culture across a team, lead effective meetings, build exceptional interpersonal and communication skills, and manage complex projects. The Emerging Leaders program is the primary pathway to the New Leaders Aspiring Principals Program.

Candidates for the Emerging Leaders program should be interested in school leadership, have a relentless drive to achieve results, and have the ability to lead other adults effectively.

For more information about how to apply for this program, visit:

<http://www.newleaders.org/what-we-do/emerging-leaders-program/>.

Mary Jane Patterson Fellowship (DCPS Aspiring Leaders Program)

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Mary Jane Patterson (1840–1894) was the first black principal at Paul Lawrence Dunbar High School, DC's first public high school. With the Patterson Fellowship, which is named in her honor, DCPS is launching its own aspiring leaders program. This fellowship will prepare high-performing DCPS employees for principal positions in DCPS schools. Fellows will complete an 18-month journey characterized by rich learning experiences. Fellows will serve in school leadership roles while participating in rigorous, cohort-based leadership training. The goal of the program is to develop leadership capacity from within DCPS and create a pipeline of highly-skilled candidates for principal vacancies.

Patterson Fellows will be DCPS employees whose personal leadership has contributed to school improvement. The inaugural cohort of 12–15 Patterson Fellows will begin their leadership training in January 2013.

National Academy of Advanced Teacher Education

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The National Academy of Advanced Teacher Education (NAATE) is a program of study designed exclusively for top-performing teachers in their third to eighth year of teaching in a high-poverty district, charter, or faith-based school. The program focuses on deepening classroom practice and strengthening participants' capacity to facilitate, influence, and lead other adults. NAATE offers participants the opportunity to engage in challenging inquiry-based coursework.

NAATE's pedagogical approach is based on the premise that top-notch teachers stand to gain enormously from an opportunity to engage with their peers, exploring real challenges at the intersection of practice and theory. The NAATE program spans two years and consists of two, three-week-long summer institutes (including two weeks in residence each summer) and one long weekend during the academic year. NAATE fellows are nominated by their organizations based on performance evaluations and other data. Nominees must complete an application to be considered for admission to the program.

For more information about the NAATE program, please visit: <http://www.naate.org/>.

New Leaders Aspiring Principals Program

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The Aspiring Principals Program trains its participants to turn around underperforming schools and in turn improve the lives of the students who attend them. The educators who join this program share the belief that all students can achieve at high levels. New Leaders principals all have a drive to action — they want to ensure that all their students get the excellent education needed for success in college and life.

The training program is based on a rigorous curriculum focused on best practices and research, and it includes a full school year of on-the-job training. The three major components are: participation in leadership development through coursework with local New Leaders staff members, opportunities to gather with the national cohort of New Leaders to learn from experts in the field, and trainings held through online webinars throughout the year. After a year-long residency as an assistant principal, program participants will be placed as a principal in a DCPS school.

To learn more about the Aspiring Principals Program and apply online, visit: <http://www.newleaders.org/apply-now/>.



Cynthia Robinson-Rivers

Meet Carmen Shepherd

Carmen started her career as a first grade teacher at Shadd Elementary School 13 years ago. Later, when she was an instructional coach at Ross Elementary School, her principal recognized her leadership potential and urged her to explore the school leadership path. Through **New Leaders**, she served as an assistant principal at Payne Elementary School and is now the principal at Thomson Elementary School in northwest DC. She leads a diverse group of teachers and students in developing the school's International Baccalaureate program and building a safe and welcoming learning community.

***What Carmen says:** "When you know that teaching is your calling, you may not see yourself doing anything outside of the classroom. It wasn't until I was prompted by one of my principals to pursue coaching (and later school leadership) that I even considered the prospect of transferring smaller-scale successes to a larger stage. What was initially a step out of my comfort zone is now an opportunity for me to further impact the lives of children in DCPS."*

For more information about each of these opportunities, including details about how to apply, please visit the LIFT website: dcps.dc.gov/DCPS/LIFT.



Andy Le

Meet Elizabeth McCarthy

Liz worked as an English teacher at Columbia Heights Education Campus (CHEC) where she earned National Board certification before moving to the instructional coach role. As a coach, she was able to have a far-reaching impact on student achievement through her support of fellow teachers, especially new teachers at CHEC. She later became a **master educator**, which allowed her to continue to support and provide helpful feedback to teachers throughout the district.

What Liz says: *“In my first year of teaching, my mentor told me that the most important part of being an effective teacher is being an open-minded learner. I took this advice to heart and thanks to my students, fellow teachers, and administrators, I have had the opportunity to engage in a variety of leadership roles within the field of education. I am grateful to the many people in DCPS who have pushed me to grow and take on challenges and risk failure — just as we ask of our students.”*

Coaching and Mentoring Opportunities

Early Childhood Education Instructional Specialist

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An instructional specialist partners with early childhood education teachers in Title I schools to help them incorporate research-based instructional practices into their teaching. The specialist works with a collaborating teacher to develop professional goals and a plan for realizing those goals, models practices in the classroom, observes teachers, and engages in open, honest, supportive conversations following observations. They focus on a broad range of instructional topics, including classroom management, content enhancement, effective teaching practices, differentiation, and formative assessments.

Instructional specialists also provide support to teachers in implementing research-based ECE curriculum in DCPS classrooms such as: Tools of the Mind™, The Creative Curriculum®, Montessori-based curriculum, and classrooms inspired by Reggio Emilia. An instructional specialist is proficient in the use of multiple assessment tools, including Teaching Strategies GOLD™, CLASS, ECERS, and TPOT.

An instructional specialist should have a minimum of five years teaching in an early childhood classroom and a proven record of successfully coaching other teachers.

Instructional Coach

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Instructional coaches are responsible for providing teachers with job-embedded professional development by planning, modeling, and co-teaching lessons and engaging in side-by-side coaching. Instructional coaches work with teachers during collaborative and individual learning cycles, which provide a structure for gradually releasing teachers to learn new skills independently.

To qualify for the instructional coach position, teachers must have at least three years of successful teaching, a valid teaching license, a proven track record of student achievement, strong organizational and strategic planning skills, exemplary interpersonal skills, knowledge of adult learning theory, experience facilitating professional development sessions, and the ability to balance multiple priorities in a fast-paced work environment.

The number of open positions varies each year; typically there are 10–20 openings across the district. The application can be found on the DCPS careers website.

Master Educator

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Master educators are expert practitioners in a particular content area who assess teacher practice during classroom observations and provide targeted, content-specific feedback in order to help teachers improve. During the 2012–2013 school year, a subset of master educators will also provide intensive support to selected teachers in the 40 lowest-performing schools as part of DCPS’s five-year strategic plan, *A Capital Commitment*. This support will include opportunities for teachers to participate in structured collaborative learning cycles throughout the year as well as receive individualized support.

To qualify for the master educator position, a teacher must have at least five years of teaching experience in a low-income school and documented success in raising student achievement (including a rating of Highly Effective on their most recent IMPACT assessment). Most importantly, master educators must have the ability to critically assess instruction and identify ways to improve teacher practice. Exceptional written and oral communication skills, strong organizational skills, the ability to work effectively with others at all levels of an organization, excellent time-management, and a willingness to work non-standard hours are also critical to success in this role.

The number of openings varies each year; typically there are 10–15 openings across all content areas. Applications open in early spring; however, some mid-year positions may become available.

Monthly Meet-up Group Organizer

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Monthly Meet-up groups allow teachers to convene each month in subject area or grade-level groups to participate in professional development activities, share best practices, support one another, and socialize. Through these meetings, DCPS teachers get to know their colleagues across the district and learn more about a variety of resources available to improve their practice.

Meet-up group organizers are classroom teachers. They are responsible for determining meeting topics, creating a calendar of events, inviting guest speakers, and ensuring that teachers receive professional learning units (PLUs) for their participation.

Teaching in Action Consulting Teacher

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The Teaching in Action program provides opportunities for teachers to observe their high-performing colleagues (consulting teachers) during scheduled classroom observations. Visiting teachers may view consulting teachers' instructional strengths online, where they can also sign up for an observation. After the observation, the two teachers will debrief the lesson and discuss best practices.

Consulting teachers should have strong instructional skills, be open to classroom observations from fellow teachers, and be willing to spend a half hour in a post-visit conference with visiting teachers.

Recruitment and Selection Opportunities

Teaching Audition Host Teacher

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Teaching audition host teachers are current DCPS teachers who assist with the audition phase of the interview process for candidates who are applying to teach in DCPS. Teaching applicants visit host teachers' classrooms and conduct a 30-minute lesson during the school day between February and May.

Teaching audition host teachers must be nominated by their principals and must have strong classroom management skills, a positive classroom environment, and outstanding long-term planning skills. Each spring, approximately 60 teachers host auditions in their classrooms.



Sean Sonnenburg

Meet Belinda Omenitsch

Belinda started teaching at Cleveland Elementary School in 1994. She later received a grant through DCPS to become a certified special education teacher and taught in a resource room for students with special needs. Belinda worked as a literacy coach for three years before returning to special education to serve as a bilingual special education teacher at her school. She leads a **Monthly Meet-up group** for special education teachers, a leadership position that has allowed her to help teachers meet and learn from one another.

***What Belinda says:** "My experience has taught me that to be an effective leader you need to establish trust, but even more basic is that you need to be willing to listen to others. A good dose of hard work and humor also go a long way."*

For more information about each of these opportunities, including details about how to apply, please visit the LIFT website: dcps.dc.gov/DCPS/LIFT.



Cynthia Robinson-Rivers

Meet Dan Gordon

After working as a civil rights attorney at the U.S. Department of Justice, Dan started his DCPS career at Columbia Heights Education Campus where he taught tenth and twelfth grade English through the DC Teaching Fellows program. Dan gained valuable classroom experience teaching in a diverse, urban setting before moving to **central office positions** in the Office of Secondary School Transformation and the Office of Teaching and Learning. He now serves as the Deputy Chief Academic Officer for Academic Programming and Support.

***What Dan says:** “Every day in my district-level work — usually many times each day — I rely on my teaching experience to excel at my duties and to help my colleagues foresee how our plans will play out in actual DCPS classrooms. I miss working with students, but the district feels like a perfect mix in education reform: broad enough to have a wide impact but not so removed as to feel disconnected from the people I’m trying to help.”*

Teacher Selection Ambassador

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Teacher selection ambassadors are current DCPS teachers who assist with the interview process for teaching candidates. Ambassadors participate in professional development that focuses on interview skills, rubric interpretation, and scoring. Ambassadors then serve on an interview panel, respond to candidates’ questions, and score candidates’ mini-lessons.

Teacher selection ambassadors earn \$34 per hour for their work and can expect to work between 3–10 hours each week, depending on the time of year.

To be considered for this position, a teacher must have earned a Highly Effective IMPACT rating during the previous school year. Approximately 25–30 teachers are chosen to serve as selection ambassadors each year. Applications are available in October, and final selections are made in December.

Central Office Opportunities

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DCPS’s central office seeks motivated teachers who are looking for their next challenge and interested in joining a team that is dedicated to supporting teachers, families, and students. Whether through designing curricula, creating professional development, serving students with special needs, or helping to shape district policy, central office offers a variety of careers for teachers who wish to transition to a district-level role.

Central office opportunities become available on an ongoing basis. To learn more about open positions, please visit the DCPS careers website: www.dcps.dc.gov/DCPS/careers.

Washington Teachers’ Union Opportunitites

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The Washington Teachers’ Union (WTU) offers a number of leadership opportunities for teachers who would like to not only develop their leadership skills, but also have an impact on union decisions at the school and district level. The following WTU leadership opportunities are available to DCPS teachers:

- Board of Trustees

■ Building Representative

■ Delegate

■ Elections Committee

■ Executive Board

■ Local School Advisory Team (LSAT)
- Parent Teacher Association (PTA) Liaison

■ Parliamentarian

■ School Chapter Advisory Committee (SCAC)

■ School Personnel Committee

■ Technology Coordinator

To learn more about WTU opportunities, please visit: <http://www.wtulocal6.org/>.

Other School-Based Opportunities

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DCPS schools offer a wide variety of leadership opportunities for teachers at the local school level. All teachers are encouraged to consider these roles and to speak with their school administrators about which of these opportunities may align with their interests and goals. Note that school-based opportunities are open to teachers at all stages of LIFT, with additional eligibility criteria depending on the particular school and role.

Examples of some of the school-based opportunities available to teachers are:

- After School Clubs Coordinator
- Attendance Chair
- Department Chair
- Dual Language Coach
- Family and Community Engagement Coordinator
- Grade Level Chair
- Home Visit Coordinator (for schools partnered with the Flamboyant Foundation)
- International Baccalaureate Coordinator
- Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Liaison
- Outreach and Partnerships Coordinator
- Positive Behavioral Incentive and Support (PBIS) Coordinator
- Response To Intervention (RTI) Coordinator
- School Support Team (SST) Chair
- Testing Coordinator
- 504 Coordinator
- Committee Memberships and Chair Opportunities:
 - Academic Leadership Team
 - Beautification Committee
 - Data Committee
 - School Climate and Culture Committee

Fellowship, Grants, and Travel Opportunities

America Achieves Education Champions Fellowship

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The Education Champions Fellowship is sponsored by America Achieves, a non-profit organization that aims to help America become a global leader in educational excellence and prepare all young people for success in careers, college, and citizenship. The Education Champions Fellowship leverages the voice of a diverse group of the nation's most effective principals and teachers to improve national education policy and increase the practical tools available to educators nationwide. Members of the group have advised national education leaders, mayors, and superintendents of major cities, and have played a crucial role in both of NBC's nationally televised Education Nation summits.



Cynthia Robinson-Rivers

Meet Kerri Larkin

Kerri began her career with DCPS nearly 15 years ago. Kerri taught ninth grade English and Special Education at Cardozo and Anacostia High Schools, where she held numerous school-based leadership roles, including **after school coordinator**. She left the classroom to become the director of the Literacy Cooperative, a teacher preparation partnership between George Washington University and DCPS. More recently, Kerri served as a special education master educator. She is currently the Director of Academic Programs in the Office of Special Education.

***What Kerri says:** "As a dual-certified classroom teacher, I collaborated with everyone in the building: related service providers and content area experts, administrators, and families. I sought opportunities to bridge the distance between general and special education, classrooms and families, and universities and local schools. Because of these rich relationships, I have had professional opportunities that I never would have dreamed of when I began my classroom career."*

For more information about each of these opportunities, including details about how to apply, please visit the LIFT website: dcps.dc.gov/DCPS/LIFT.



Fred Lewis

Meet Eric Bethel

Eric taught at Marie Reed Elementary School for nine years, where he assumed leadership responsibilities like grade level chair and earned a Highly Effective rating during the first year of the IMPACT system. In 2009, he spent the summer traveling throughout Southeast Asia exploring and researching effective mathematics instruction as part of a **Fund for Teachers Fellowship** grant. In 2010, Eric became a master educator and later served as a senior master educator leading a cohort of elementary master educators. Eric's next challenge is school leadership; he now serves as an assistant principal at Powell Elementary School.

What Eric says: *"One of the many exciting things about being a DCPS educator is the opportunity to serve our students in a number of capacities. Over the course of my career, I've grown and challenged myself by taking on different roles and impacting student achievement from a variety of angles. It's been extremely fulfilling and enriching."*

Fellows receive a stipend and will be provided with unique opportunities to advise top education leaders at a conference where they will also work with other excellent educators to help find solutions to some of the education system's greatest challenges. Fellows will come together multiple times a year (beginning this fall during Education Nation in New York City) for community building and training in education policy. All travel and lodging expenses are covered.

Please visit: <http://apply.americaachieves.org/> to apply.

DonorsChoose.org

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DonorsChoose.org is a non-profit organization that connects public school teachers with people who want to provide financial support to individual classrooms. The organization provides an avenue for public school teachers to submit project requests for specific materials.

Donors choose which projects to support and then DonorsChoose.org delivers the materials directly to schools. In return, teachers post photos of the materials in use and mail student thank you letters to donors.

To learn more about this program and how to be a successful DonorsChoose.org teacher, visit: <http://www.donorschoose.org/teachers>.

Fulbright-Hays Seminars Abroad

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The Fulbright-Hays Seminars Abroad program provides short-term international study and travel seminars for U.S. educators in the social sciences and humanities to promote a deeper understanding of and appreciation for diverse cultures.

Seminars last four to six weeks and are conducted during the summer. Each year, there are approximately 10 seminars with 16 participants per seminar.

To learn more about the eligibility requirements and application process, please visit: <http://www2.ed.gov/about/offices/list/oie/iegps/index.html>.

Fund for Teachers

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Fund for Teachers enriches teachers' personal and professional growth by supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students, and their school communities. Individuals are eligible for \$5,000 grants, and teams are eligible for \$10,000 grants. Past recipients have used grants to travel to over 120 countries.

The Fund for Teachers application becomes available online each October, and is due in January. Awardees are notified in April, and travel takes place during the summer. Applicants are asked to thoughtfully consider not only what objective they would like to pursue, but also why and how they foresee the proposed experience making a difference for them as teachers, for their students, and for their school communities.

For more information, please visit: <http://www.fundforteachers.org/>.

Math for America DC Master Teacher Fellowship

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The Math for America (MfA) DC Master Teacher Fellowship is a five-year program for outstanding, experienced secondary school mathematics teachers. Teachers in the program participate in professional development activities, work with other MfA DC fellows, and pursue mathematical and educational interests. Participants in the program receive a \$55,000 stipend over five years.

Teachers who are interested in the program must hold at least a bachelor's degree and preferably a master's degree with a concentration in math, have at least four years of experience teaching math in DCPS or other public or public charter secondary schools, and meet the current MfA requirement for scores on the Praxis II exam.

To learn more about the application timeline and process, please visit:

<https://www.mathforamerica.org/apply/washington-dc/master-teachers>.

Teachers for Global Classrooms Grant Program

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The Teachers for Global Classrooms Grant Program (TGC) is a professional development opportunity for U.S. secondary teachers aiming to globalize teaching and learning in their classrooms and schools. Approximately 100 teachers will be selected for participation in the 2012–2013 program through a competitive national process.

If selected, teachers will complete an online course, attend two global symposiums in Washington, DC, and travel abroad with a U.S. cohort to learn about the history, culture, and education system of a host country. While traveling abroad, teachers share and synthesize their experiences from school visits and reflect on best practices for infusing curricula with global perspectives.

Applications for the grant are due each spring. For more information, please visit:

<http://www.irex.org/project/teachers-global-classrooms-program-tgc>.

Concluding Message

Whether you are just entering the teaching profession or have many years of classroom experience behind you, DCPS's Leadership Initiative For Teachers (LIFT) provides opportunities for you to shape your career as an educator. The LIFT career ladder has one central objective: to recognize the highest-performing DCPS teachers, and to extend their reach so that they may have long, fulfilling careers in service to DC students.

For our teachers who plan to make a career out of classroom teaching, LIFT provides ways for you to seek new experiences and opportunities that challenge and inspire you, while continuing to do the work in the classroom that you love. For those teachers who are excited to experience opportunities outside of the classroom, LIFT will help to provide a clear path to your next challenge. After all, it is our firm belief that both DCPS students and teachers alike will benefit from the continued support of school leaders, master educators, and central office staff members who were once successful DCPS teachers.

Whatever your professional goals may be, LIFT will enable you to clearly envision a future in this district. Through your continued dedication, we know that we will reach our goal of ensuring a bright future for all DC children.



Be | Perez-Gabilondo



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PUBLIC SCHOOLS

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